



ACADEMIC DEVELOPMENT INSTITUTE (ADI)

Ingenuity and Service since 1984

ADI is a preeminent
developer and
provider of
transformational
services ...



...to improve
individual and
organizational
performance ...



...to enhance
children's academic
and personal
development.

WHO WE ARE

WHERE WE HAVE BEEN

ADI was founded in 1984 as a non-profit organization.

ADI's family engagement and site-based management programs were first established in Chicago.

ADI's programs were adopted by the Laboratory for Student Success (LSS) at Temple University in Philadelphia in 1995.

ADI took the lead with LSS to implement a comprehensive school reform model in 13 states.

ADI served as the Parent Information and Resource Center (PIRC) in Illinois for 11 years.

ADI administered the national Center on Innovation & Improvement from 2005 to 2012.

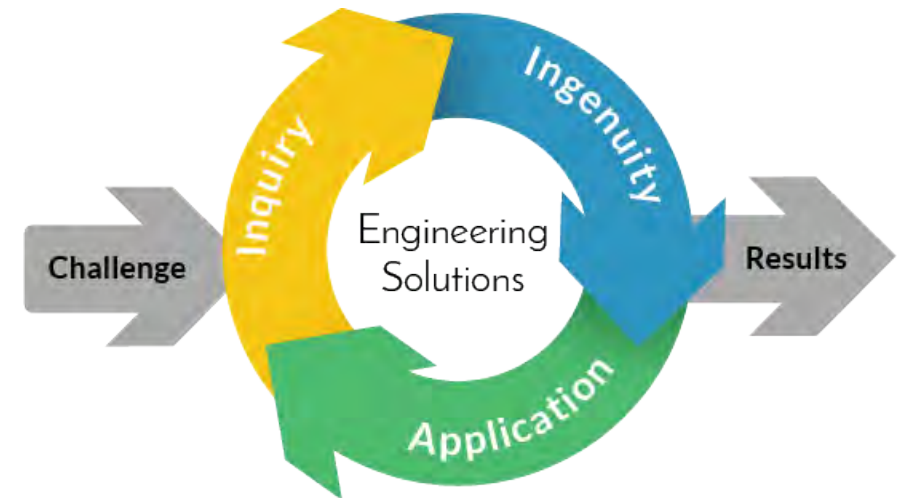
In 2012, ADI became a partner in three national content centers.

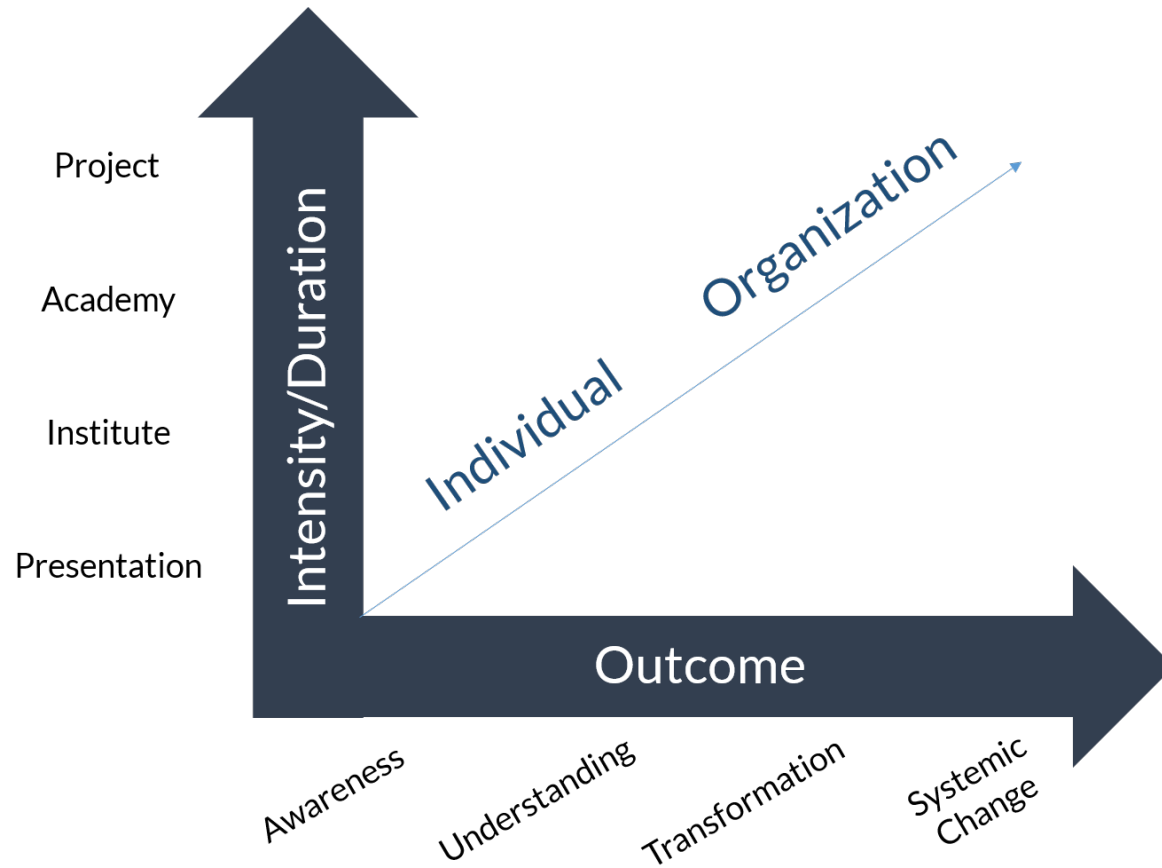
HOW WE WORK

ADI's relationship with a client begins with a conversation to identify the problem, state the goal, and outline a plan of action. Then ADI synthesizes the relevant research and generates ideas to overcome the challenges, solve problems, and get results.

But research-based concepts are not enough. ADI's staff, with loads of experience in schools, districts, and state and federal education departments, pass the good ideas through the sieve of common sense, converting them into practical applications to place in the hands of the clients.

ADI's services are delivered through a range of modes and may also include the creation of foundational documents and tools, including online systems. ADI maintains strong consulting, coaching, and problem-solving supports until the client crosses the finish line.





WHAT WE DO

ADI's services vary in intensity and duration, from building the awareness and understanding of people to transforming and changing organizations.

MODES OF DELIVERY

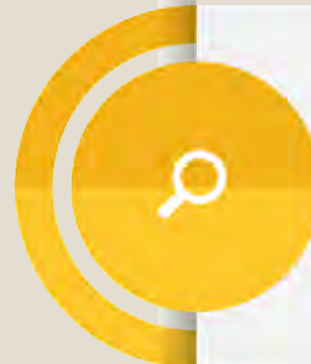
ADI's services are delivered through a range of modes and may also include the creation of foundational documents and tools, including online systems.

*Maintenance services (e.g., virtual or onsite coaching, check-ins, boosters) are provided to habituate learning and sustain implementation of effective performance practices.



Project

Highly intensive, longer term approach that includes multiple academies, institutes and maintenance services* for long term systemic change.



Academy

Multiple sessions of one or more days with team tasks in between sessions and maintenance services* to begin transformational change.



Institute

A session of one or more days to increase understanding or do a deeper dive on a specific topic.



Presentation

One to three hour presentation to introduce or increase topic awareness.



OUR UNDERLYING PHILOSOPHY

For individuals *and* organizations, success depends upon:

- ✓ knowledge and skill
- ✓ strategies and tools
- ✓ engagement and persistence
- ✓ productive relationships

ADI builds personal competencies and organizational capacities so that people and organizations make productive changes in what they do and how they do it.

ADI has a long history of high-quality service to its clients, built on mutual respect.

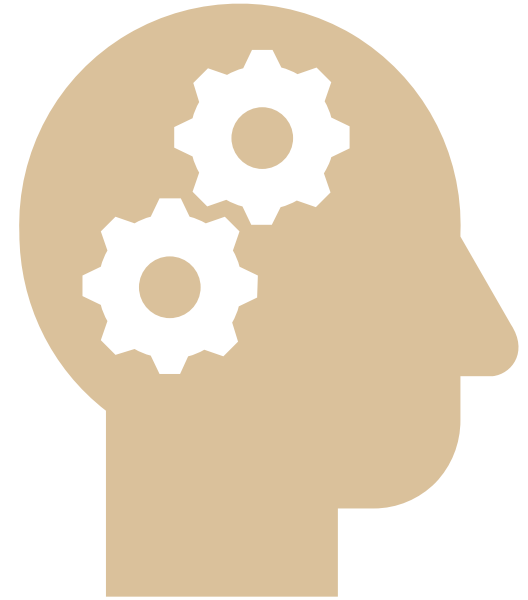
We organize our work in three categories—Deciding, Learning, and Connecting.

A woman with blonde hair, wearing a blue denim jacket over a black top and a patterned skirt, stands in a classroom holding a microphone. She is gesturing towards a whiteboard. The whiteboard has handwritten notes: 'Annotation' at the top, followed by a horizontal line labeled 'central ideas key phrases' and an oval labeled 'unfamiliar words'. Below these are 'questions' and 'margin notes' with a drawing of a pencil. To the right, another whiteboard shows the words 'Sit', 'Learn', 'Act', 'Nod', and 'Take' in large letters. In the foreground, the back of a person's head and a woman in a blue shirt with large hoop earrings are visible, sitting at a desk with a water bottle and papers.

EXAMPLES OF OUR WORK

DECIDING

Leadership and decision making,
within a coherent system, driven by
teams, utilizing methods of
strategic performance management





STRATEGIC PERFORMANCE MANAGEMENT (SPM)

Through the Building State Capacity and Productivity Center, ADI developed the SPM model, training materials, and an online management system and provided training and consulting support to achieve systemic change.

Clients include Arkansas Department of Education, Kansas State Department of Education, Missouri Department of Elementary and Secondary Education, Virgin Islands Department of Education, Bureau of Indian Education, Hawaii State Public Charter School Commission.

CHANGE LEADERSHIP

Through its Getting Better Together approach to district and school improvement, ADI provides training and support for Leadership Teams engaged in practice-focused collaboration—a structured process, guided by indicators of effective practice.

The Indistar online tool gives the Team traction toward the direction it has set for the district or school and enables virtual coaching. See www.indistar.org



A photograph of a group of people in a meeting room. In the foreground, a man in a light blue shirt and glasses is looking towards a woman in a yellow top who is writing in a notebook. Other people are seated around the table, and a man is standing in the background. The room has bookshelves and a laptop on a table. A text overlay 'SYSTEMS OF SUPPORT' is positioned over the lower part of the image.

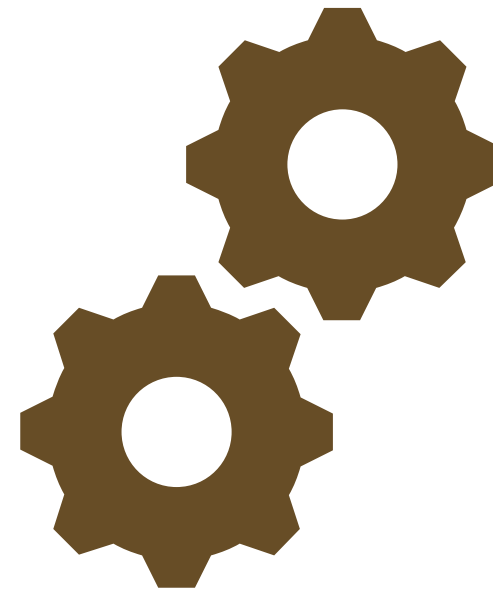
SYSTEMS OF SUPPORT

The people closest to students bring to the table a wealth of experience and ingenuity. ADI has assisted more than 30 states and districts in providing systems of support to give these people the guidance, resources, and tools to direct their continuous improvement.

An effective system of support combines the strategic performance management methods with the *getting better together* approach to practice-focused collaboration.

LEARNING

A well-managed instructional system; well-crafted lesson designs; personalization, highly capable and engaged student learners



As a partner in the Center on School Turnaround, ADI was integral to the creation and publication of *Four Domains for Rapid School Improvement* and developed training for principals on the domain of instructional transformation.

The Transformation Academy guides principals and their A-Teams (teachers) in transforming their instructional system.

ADI is assisting the Puerto Rico Department of Education in implementing strategies drawn from the *Four Domains*.



A photograph of three people sitting around a dark wooden table in a meeting or workshop. On the left, a man in a red and white checkered shirt is looking towards the center. In the middle, a woman with dark hair in a purple top is looking down at papers. On the right, a woman with red curly hair and glasses, wearing a white shirt, is writing on a document with a blue pen. The table is cluttered with various items: a laptop, a red tumbler with a graphic, a pink smartphone, several sheets of paper, and a spiral notebook. A large window is visible in the background, letting in natural light.

ENHANCED LESSON DESIGN

Through its work with the Center on Innovations in Learning, ADI developed content and training for teachers to create solid lesson designs and enhance them with personalization techniques.

ADI's Lesson Design Studio facilitates the creation of "super lessons" that personalize instruction and build students' capabilities as learners.

Enhanced Lesson Design formed the foundation for a project in all schools in the Virgin Islands.

A group of approximately 15 youth, mostly teenagers, are standing in a line behind a black metal fence, looking at a large, ornate fountain in a park. The fountain has multiple tiers and is spraying water. The youth are dressed in casual summer clothing like t-shirts and shorts. The background shows lush green trees under a clear blue sky. A white text box with a black border is overlaid on the upper left portion of the image.

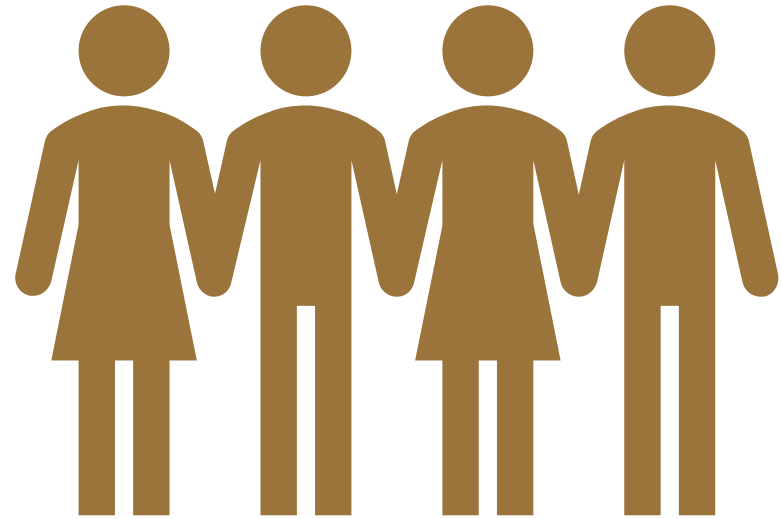
YOUTH DEVELOPMENT (LIFTOFF)

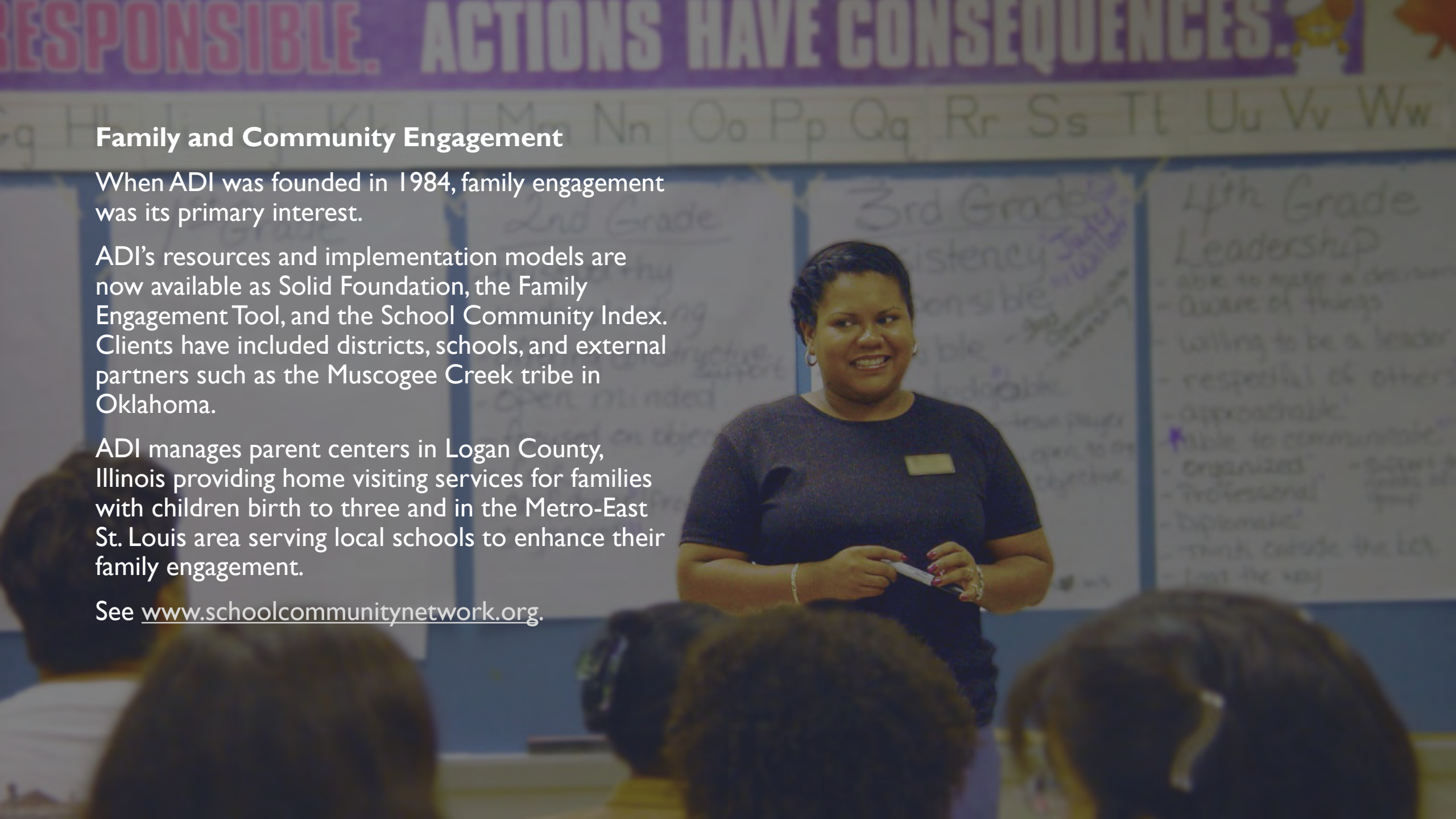
Since 2007, ADI has worked with students in Liftoff, a youth development program funded by the Woods Foundation in central Illinois. ADI staff provide training and mentoring for students from seventh grade through college, focusing on students with untapped potential facing serious obstacles in their lives.

Based on the Liftoff experience, which has demonstrated an 80% success rate, ADI provides training and a curriculum for schools and youth organizations to offer similar services for their young people.

CONNECTING

A strong school community,
focused on learning, devoted
to each student's success,
engaging families, accessing
community resources





Family and Community Engagement

When ADI was founded in 1984, family engagement was its primary interest.

ADI's resources and implementation models are now available as Solid Foundation, the Family Engagement Tool, and the School Community Index. Clients have included districts, schools, and external partners such as the Muscogee Creek tribe in Oklahoma.

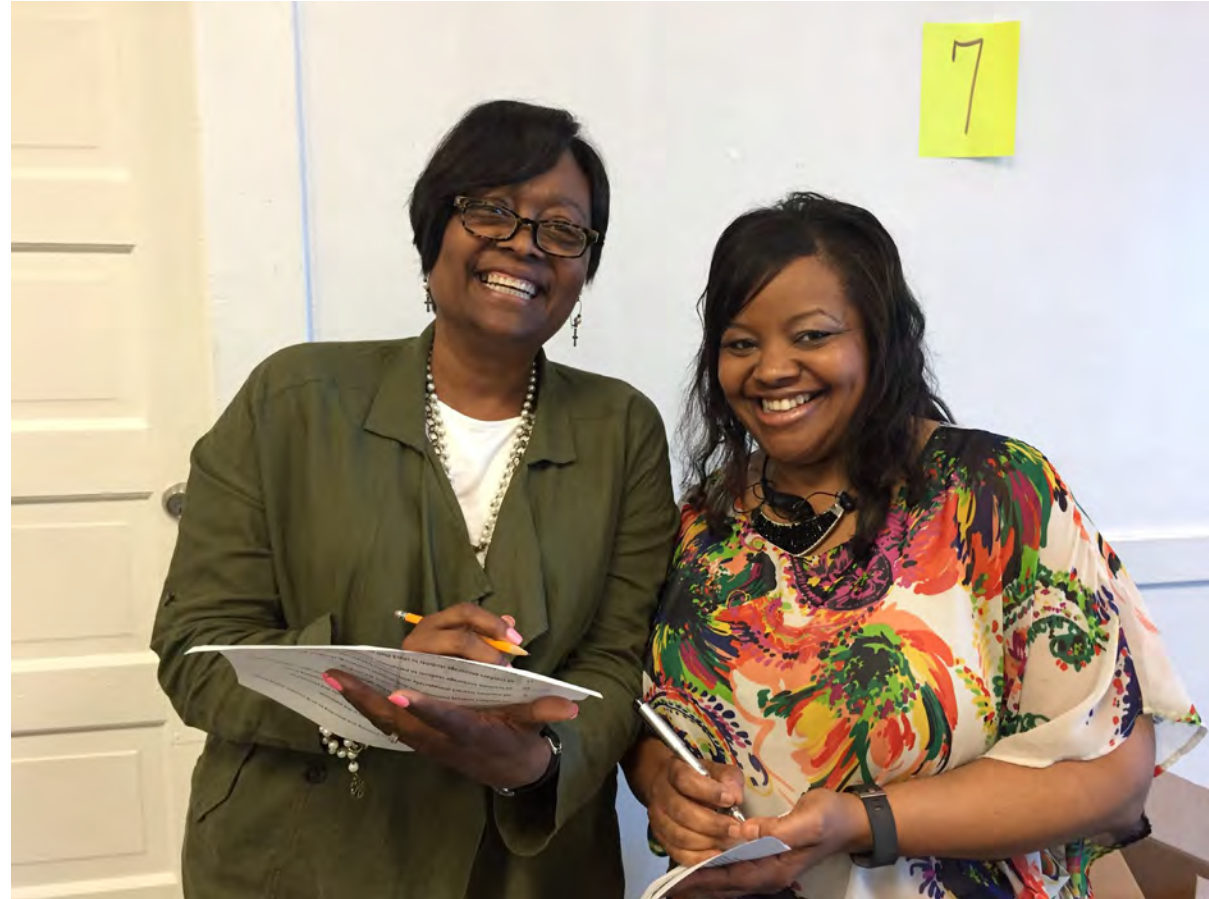
ADI manages parent centers in Logan County, Illinois providing home visiting services for families with children birth to three and in the Metro-East St. Louis area serving local schools to enhance their family engagement.

See www.schoolcommunitynetwork.org.

CULTURE SHIFT

Building from its work with the *Four Domains for Rapid School Improvement*, ADI produced *Shifting School Culture to Spark Rapid Improvement* that includes a Quick-Start tool to guide a school team in moving the school culture more strongly in the direction of learning.

ADI offers a Culture Shift Academy, a three-session training for school teams to use the Quick-Start tool and initiate a culture shift.



NATIVE AMERICAN YOUTH AND COMMUNITIES

ADI's projects with tribes in Oklahoma, Idaho, and Montana aim at building tribal leadership in education, strengthening Indian families and communities, accentuating Native American culture and language, and preparing Native youth for success in college and career.

ADI partners with the Tribal Education Departments National Assembly (TEDNA), Muscogee Creek tribe in Oklahoma, Nez Perce tribe in Idaho, and Northern Cheyenne tribe in Montana.



ADI BOARD OF DIRECTORS

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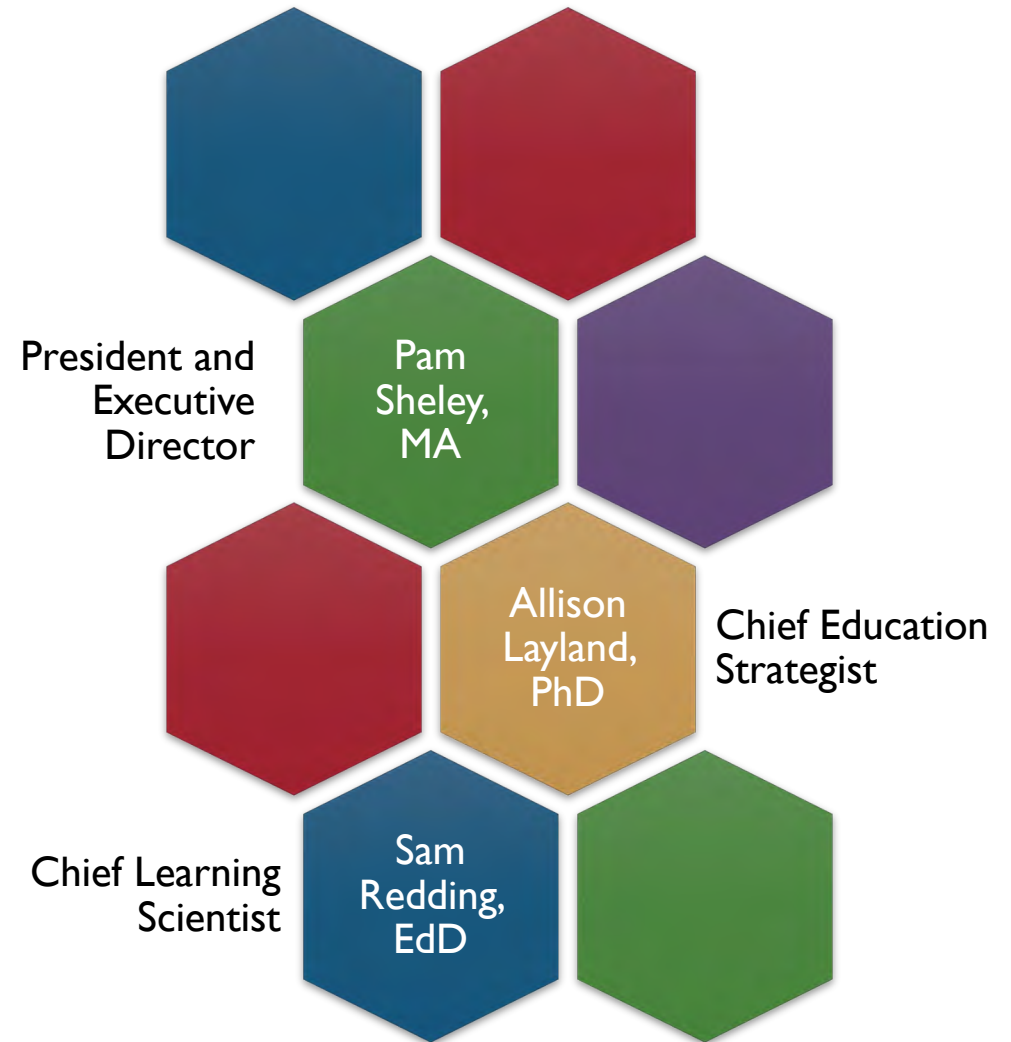
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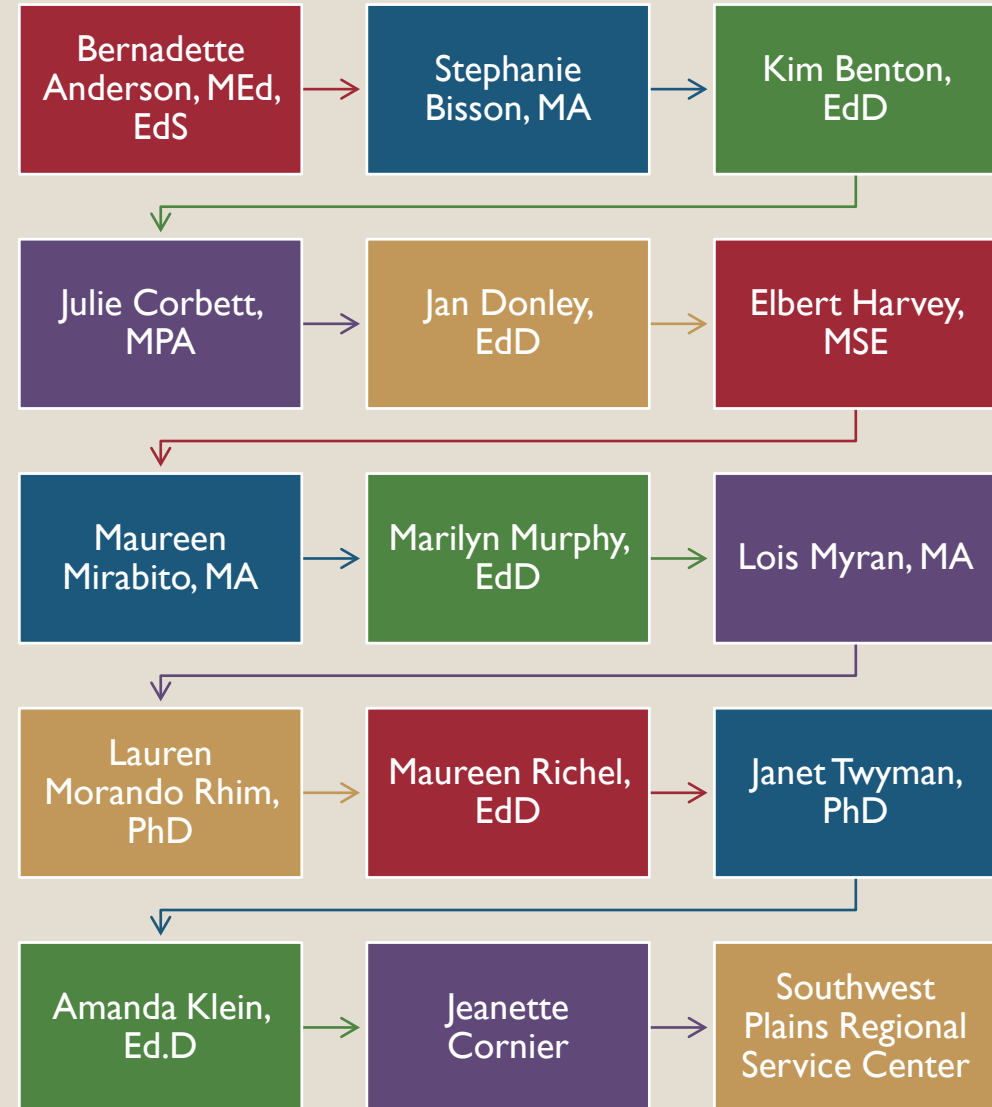
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- Associate Professor, Claremont Graduate University, Claremont, California

ADI LEADERSHIP



**ADI PROFESSIONAL
LEARNING
SPECIALISTS
AND CONTENT
DEVELOPERS**



ADI'S LINCOLN AND EAST ST. LOUIS OFFICES

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Lori Thomas

Stephanie Benedict
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Becky Beggs
Gretchen Jones
Natalya Jones
Kayla States

ADI's workforce also includes youth mentors, family support specialists, client support staff, web designers, editors, technicians for online systems, and financial specialists.

OUR VISION



ADI's vision is of an American landscape filled with distinct school communities reflecting the hopes and dreams of the people intimately attached to them...



...so that all children become self-directed learners, avid readers, and responsible citizens, respecting themselves and those around them.

CONTACT US

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